

MelodyStage2

Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)
Goal: Your task is to create and present a portfolio of your best work dedicated to the power and value of words.
Role: You have been asked to submit a portfolio of your finest work, for the Portland Museum of Art, focusing on the power and value of words.
Audience: The board of directors for the Portland Museum of Art.
Situation: The context you find yourself in is a competitive situation between yourself and your other classmates. Only a select few of your portfolios will be chosen for the exhibition, so you must put your best work forward.
Product/Presentation: You will create and present a portfolio in order to show your understanding of the power and value of words.
Standards
Product: Required Elements, Organization, Sources, Presentation, Polished/Drafting, Theme
Presentation: Speaking: Logic & Organization, Speaking: Standard English Conventions, Listening, Content, Persuasion, Use of Technology

Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

Other Evidence (OE)
<ul style="list-style-type: none">• Blogging: Students will pick out quotations and share thoughts and analysis on their blogs. Students will also be sharing thoughts with one another and having discussions about the literature through commenting on the blogs.• Journaling: Students will write in their journals on various topics/themes throughout the novel and reflect on how they can relate to them in their own lives.• Wordle: Students will identify examples of figurative language (such as mood & tone, etc.) and construct various Wordles on examples of them from the novel, playing with word choice and color as well.• GoogleDocs: Students will write essays and poetry and then upload them into GoogleDocs so their peers can edit, comment, and analyze their drafts.• i-Movie: Students will create thematic/symbolic i-Movies centered around the power and value of words. Students will also be able to experiment with how music and filming style can influence their work.• GarageBand: Students will create audio files of them reading some of their written work (slam poetry, speeches, etc.) and will experiment with voice and style.• Adobe: Students will create digital portfolios of their best work all revolving around the theme of the power and value of words.

Student Self-Assessment and Reflection

Self-Assessment (SA)
<ul style="list-style-type: none">• Pre-Assessment: Anticipation Guide• Checking for Understanding: exit slips, jigsaw, quick writes, Frayer model, GIST, KWL• Timely Feedback: Rubrics will be provided for various assignments throughout including self-assessment, peer editing, and teacher editing.

Assessment Task Blue Print

What understandings/goals will be assessed through this task? (G)

Understanding	Goal (CCCSS)
• Students will understand that words have power and value.	<ul style="list-style-type: none">• Content Area: Reading• Grade Level: Grade 9-10• Domain: Literature• Standard: Key Ideas and Details• Cluster: RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.• Standard: Craft and Structure• Cluster: RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea	Big Idea
• The power of words.	• The value of words.

Through what authentic performance task will students demonstrate understandings?

<i>Task Description: (T)</i>
The Portland Museum of Art is having an exhibit on the power and value of words. They are reaching out to Maine high schools and asking students to help with this endeavor. In order to capture the young adults perspective and understanding of this topic, they've asked students to put together a portfolio of their best work. Two students from every high school in the state of Maine will be chosen to have their best piece(s) displayed in the exhibit. You've been asked to create a portfolio of your best work that truly shows the power and value of words, as well as deliver a presentation of that portfolio that could eventually be given for the board of directors for the Portland Museum of Art.


What student products/performances will provide evidence of desired understandings?

Type II Product	Type of Presentation
• portfolio	• oral presentation

By what criteria will student products/performances be evaluated?

Product Criteria	Presentation Criteria
<ul style="list-style-type: none">• Required Elements• Organization• Sources• Presentation• Polished/Drafting• Theme	<ul style="list-style-type: none">• Speaking: Logic & Organization• Speaking: Standard English Conventions• Listening• Content• Persuasion• Use of Technology

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